

Bemidji Schools Course Map *Visual Arts K-12 Scope and Sequence: Introduction to Drawing*

Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
<p>Project One: Pencil Drawing (2weeks of 90 minute classes)</p> <p>On-going:</p> <ul style="list-style-type: none"> Beginning use of the create process Beginning use of critique for reflection (written, oral: small group, individual, student and teacher) Introduce artist statement (why they did what they did; simple written) Art history: Paleolithic to Renaissance Preliminary sketches with feedback from others to refine final sketch Rationale for intent and composition <p>ELEMENTS:</p> <ul style="list-style-type: none"> Value Texture Line: contour Shape: positive and negative <p>PRINCIPLES:</p> <ul style="list-style-type: none"> Scale and proportion/measurement Emphasis Contrast <p>TECHNIQUES:</p> <ul style="list-style-type: none"> Drawing what you see: observation and imagination Different points of view <p>MATERIALS:</p> <ul style="list-style-type: none"> Pencil and drawing paper <p>ART HISTORY</p> <ul style="list-style-type: none"> Style and artist 	<p>Project ONE:</p> <p>Foundations:</p> <p>1.1 (value, line, texture, shape only)</p> <p>1.2</p> <p>2.1* (integrate tools, materials, and techniques)</p> <p>3.1</p> <p>Create/Make</p> <p>1.1</p> <p>1.2</p> <p>1.3</p>	<p>Project ONE:</p> <p>Learning goal:</p> <ol style="list-style-type: none"> observation skill for integrated intent use of pencil techniques to integrate intent analyze use of elements and principles for integrated intent <p>Assessment Activity: Create a pencil drawing using observation skills to accurately portray an object and imagination to create an environment for the object.</p>	<p><i>Rubric to be developed</i></p> <p>Object:</p> <ul style="list-style-type: none"> Line Value implied Texture Actual size Details Bird's eye view <p>Environment:</p> <ul style="list-style-type: none"> Line Value implied Texture Actual size Details Bird's eye view

<p>PROJECT TWO: Pen & Ink (2 weeks)</p> <p>On-going:</p> <ul style="list-style-type: none"> • Continue use of the create process focus pre-planning including brainstorming, preliminary sketches • Continue use of critique for reflection and refining/elaborating (written, oral: small group, individual, student and teacher) • Ideation (sources of ideas) • Continue development of artist statement • Art history: Paleolithic to Renaissance <p>ELEMENTS</p> <ul style="list-style-type: none"> • Value studies • Shape: geometric and organic • Space: Positive/negative; perception of depth • Texture <p>PRINCIPLES:</p> <ul style="list-style-type: none"> • Contrast • Emphasis • Unity • Pattern • Repetition <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> • Stylized/abstract • Patterns that reflect different cultures <p>STYLE</p> <ul style="list-style-type: none"> • Tessellations, op art <p>MATERIALS:</p> <ul style="list-style-type: none"> • Pen/brush and ink <p>TECHNIQUES:</p> <ul style="list-style-type: none"> • Cross-hatch, stippling (creating textures to show contours) 	<p>Project Two Foundations:</p> <p>1.1</p> <p>1.2* (evaluate principles)</p> <p>1.3* (Western and non-Western)</p> <p>2.1* (integrate tools, materials, and techniques)</p> <p>3.1*(influence and influenced by personal, social, cultural, historical context)</p> <p>3.2</p> <p>Creation/Make</p> <p>1.1</p> <p>1.2</p> <p>1.3</p>	<p>Project Two: Learning goal:</p> <p>1.</p> <p>Assessment Activity: Create a black and white abstract drawing of multiple patterns/textures adapted from personal, social and cultural influences. The complete drawing will incorporate the principles of design. Develop an artistic statement that includes:</p> <ul style="list-style-type: none"> • A justification of how successfully they incorporated the principles design • Analyze how the characteristics of western and non-western styles, movements or genres influenced their drawing • Analyze how their drawing was influenced by personal, social, historical contexts 	<p>Project Two:</p> <p><i>Rubric to be developed</i></p>
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<p>PROJECT THREE: Portrait (2 weeks)</p> <p>On-going:</p> <ul style="list-style-type: none"> Continue use of the create process focusing on explore and focus Continue use of critique for reflection and refining/elaborating (written, oral: small group, individual, student and teacher) Ideation (sources of ideas) Continue development of artist statement (being hung for public display) Art history: Paleolithic to Renaissance <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> Self- portraits, famous people <p>TECHNIQUE</p> <ul style="list-style-type: none"> Drawing with grid to enlarge image Proportion <p>STYLE: Photo realism</p> <p>MATERIALS Pencil and 18 X 24 paper</p> <p>TOOLS Periodicals, digital photo, straight edges, rulers, computers</p> <p>ART HISTORY Artists and styles</p>	<p>Project Three: Create/Make</p> <p>1.1</p> <p>1.2</p> <p>1.3* (artistic intention)</p>	<p>Project Three: Learning goal:</p> <ol style="list-style-type: none"> grid process understanding audience and occasion <p>Assessment Activity: Create a realistic pencil portrait (self or other) using a grid system for accuracy. Consider the audience who will view the portrait and the occasion for the creation of the portrait. The final presentation of the portrait will include a statement of artistic intent including how the choices made were affected by audience and occasion and justify those choices.</p>	<p>Project Three <i>Rubric to be developed</i></p>
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<p>PROJECT FOUR: Color Collage (2 weeks)</p> <p>On-going:</p> <ul style="list-style-type: none"> Continue use of the create process focus pre-planning including brainstorming, preliminary sketches Continue use of critique for reflection and refining/elaborating (written, oral: small group, individual, student and teacher) Ideation (sources of ideas) Continue development of artist statement Art history: Paleolithic to Renaissance <p>ELEMENTS</p> <ul style="list-style-type: none"> Color: color theme Value scale To enhance expressive quality and create a mood Line <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> Teacher or student selected <p>TECHNIQUE</p> <ul style="list-style-type: none"> Torn paper, texture rubbing (frottage), found objects; stippling, <p>STYLE</p> <ul style="list-style-type: none"> Collage <p>MATERIALS</p> <ul style="list-style-type: none"> Color pencils, pastels, watercolor pencils (non-liquid media) and various papers <p>TOOLS</p> <ul style="list-style-type: none"> All previous tools listed in prior projects <p>ART HISTORY</p> <ul style="list-style-type: none"> Artists and styles 	<p>Project Four: Foundations</p> <p>1.1 1.2 2.1 3.1 3.2*</p> <p>Create/Make</p> <p>1.1 1.2 1.3</p>	<p>Project Four:</p> <p>Learning goal:</p> <p>3. understanding audience and occasion</p> <p>Assessment Activity: Create a collage incorporating techniques learned in previous drawing projects with the addition of color/mixed media to express a personal viewpoint or self-expression. Write an artistic statement that includes: A) How and why you used specific techniques to communicate feelings, moods, interests, opinions, and/or beliefs. B) How this collage is a synthesis of your personal viewpoint C) What art means to you after completing this final project</p>	<p>Project Four: <i>Rubric to be developed</i></p>
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<p>PROJECT FIVE: Respond/critique</p> <p>On-going:</p> <ul style="list-style-type: none"> Analyzing, interpreting, and evaluating works of art Selecting criteria to analyze, interpret and evaluate works of art Applying selected criteria to analyze, interpret and evaluate works of art <p>Focus is on:</p> <p>The capacity to express informed opinions about artwork in organized, specific critiques</p> <p>Tool</p> <p>Voicethread.com</p>	<p>Project Five:</p> <p>Respond/Critique</p> <p>1.1</p> <p>1.2</p>	<p>Project Five:</p> <p>Learning goal: The student will:</p> <ol style="list-style-type: none"> understand the function of criteria in analyzing, interpreting and evaluating works of art select criteria based on <p>Assessment Activity:</p> <p>Select both a work of art from an exhibit and the appropriate criteria to analyze, interpret and evaluate the work of art. Write or use technology to analyze (examine the parts of a work of art), interpret (explain the meaning) and evaluate (consider success) of the selected work of art.</p>	<p>Project Five:</p>
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	Brief Description	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
Semester 2	On-going: Focus is on:		Benchmarks: Learning Goal: Assessment Activity : Benchmarks: Learning Goal: Assessment Activity :	